



Impact of flipped teaching Strategies for Teaching speaking on EFL Learners

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Abstract

This consider inspected the impacts of joining flipped classroom show to educate English talking in an EFL setting. A quasi-experiment was conducted with two groups of to begin with year non-English major understudies at a university in Thailand. Amid the 12-weeks try, the experimental gather (n=46) gotten flipped enlightening on grammatical and lexical information through online video addresses and went through course time to do helpful role-plays to hone speaking aptitudes based on the information learned online. Meanwhile, the control gather (n=48) was instructed with faceto-face instruction and required to do question-and-answer drills within the reading material as talking exercises. Talking pretests and post-tests, understudy surveys, and understudy interviews were utilized to gather information. The information appear that the exploratory bunch received significantly higher scores within the talking posttest than the control gather; students communicated steady suppositions towards the implementation of flipped instruction and useful roleplays. The discoveries of this ponder may provide useful knowledge for other analysts who are fascinated by EFL teaching development or instructors who look for compelling talking teaching strategy.

Keywords: “flipped classroom”. “speaking”. “teaching”.